

Towards empirical analysis of educational innovations in organizations: An actor centred model based on the IAD framework

Citation for published version (APA):

Schophuizen, M., & Kalz, M. (2018). *Towards empirical analysis of educational innovations in organizations: An actor centred model based on the IAD framework*. Poster session presented at CHER 31st Annual Conference, Moscow, Russian Federation.

Document status and date:

Published: 30/08/2018

Document Version:

Other version

Document license:

Other

Please check the document version of this publication:

- A submitted manuscript is the version of the article upon submission and before peer-review. There can be important differences between the submitted version and the official published version of record. People interested in the research are advised to contact the author for the final version of the publication, or visit the DOI to the publisher's website.
- The final author version and the galley proof are versions of the publication after peer review.
- The final published version features the final layout of the paper including the volume, issue and page numbers.

[Link to publication](#)

General rights

Copyright and moral rights for the publications made accessible in the public portal are retained by the authors and/or other copyright owners and it is a condition of accessing publications that users recognise and abide by the legal requirements associated with these rights.

- Users may download and print one copy of any publication from the public portal for the purpose of private study or research.
- You may not further distribute the material or use it for any profit-making activity or commercial gain
- You may freely distribute the URL identifying the publication in the public portal.

If the publication is distributed under the terms of Article 25fa of the Dutch Copyright Act, indicated by the "Taverne" license above, please follow below link for the End User Agreement:

<https://www.ou.nl/taverne-agreement>

Take down policy

If you believe that this document breaches copyright please contact us at:

pure-support@ou.nl

providing details and we will investigate your claim.

Downloaded from <https://research.ou.nl/> on date: 04 May. 2023

Open Universiteit
www.ou.nl



Towards empirical analysis of educational innovations in organizations: An actor centred model based on the IAD framework

Martine Schophuizen^a and Marco Kalz^b

^a Welten Institute, Open University of The Netherlands; ^b Faculty of Cultural Science and Humanities, Heidelberg University of Education

Aim

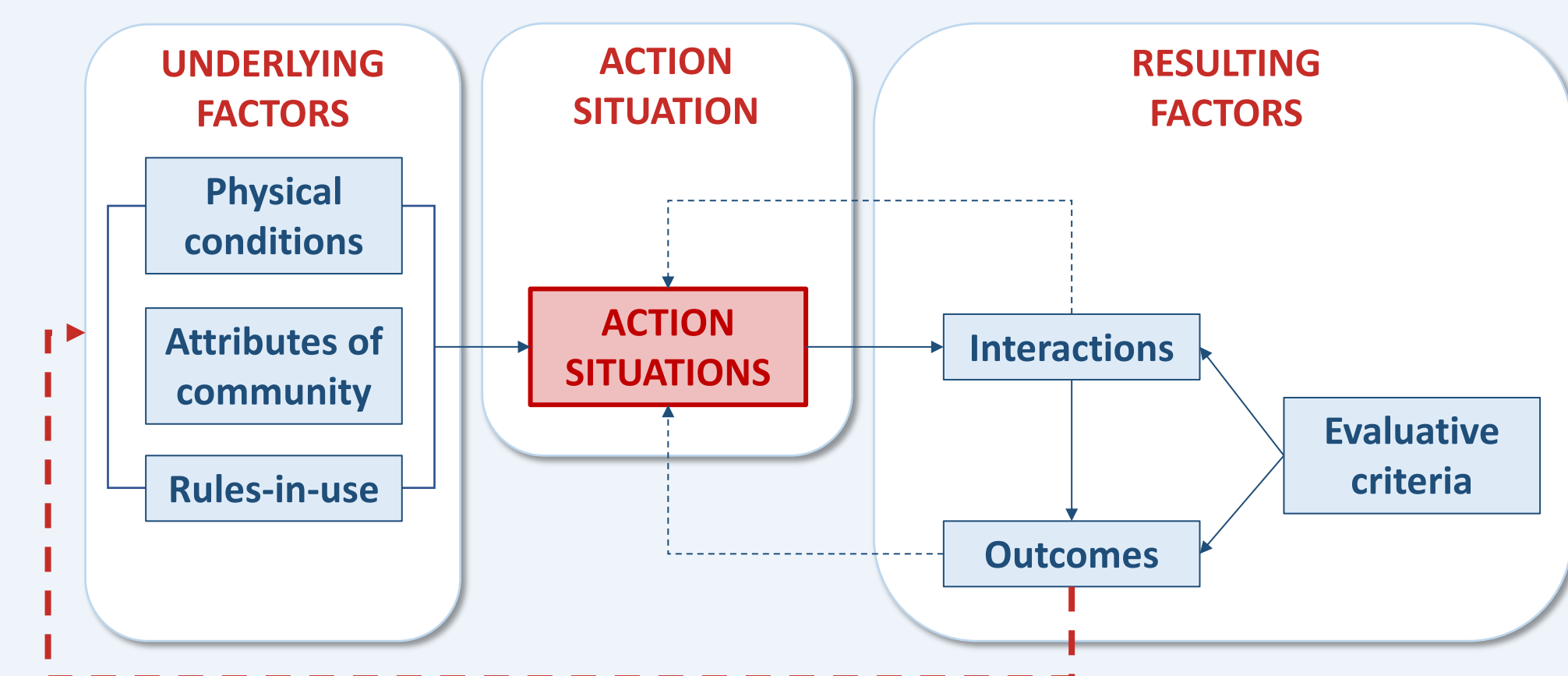
To propose a framework as a common approach to guide empirical research on how open online education (OOE) embedding in higher education institutions (HEIs) occurs.

Abstract

- There is a need for more empirical studies on internal institutional implementation- and adoption- mechanisms of open online education (Schophuizen, Kreijns, Stoyanov & Kalz, 2018).
- There is no agreed upon approach that integrates the complex socio-technological interplay with the structuration of actors and the surrounding rules and resources in their multi-level environment.
- The framework we propose fits better with attributes of OOE as a knowledge common by overcoming the dualism of individual vs. organization.

Key elements of the framework

The IAD framework specifies different elements of the system it aims to analyse, and can be divided into three broad clusters of variables:



Institutions of higher education defined:

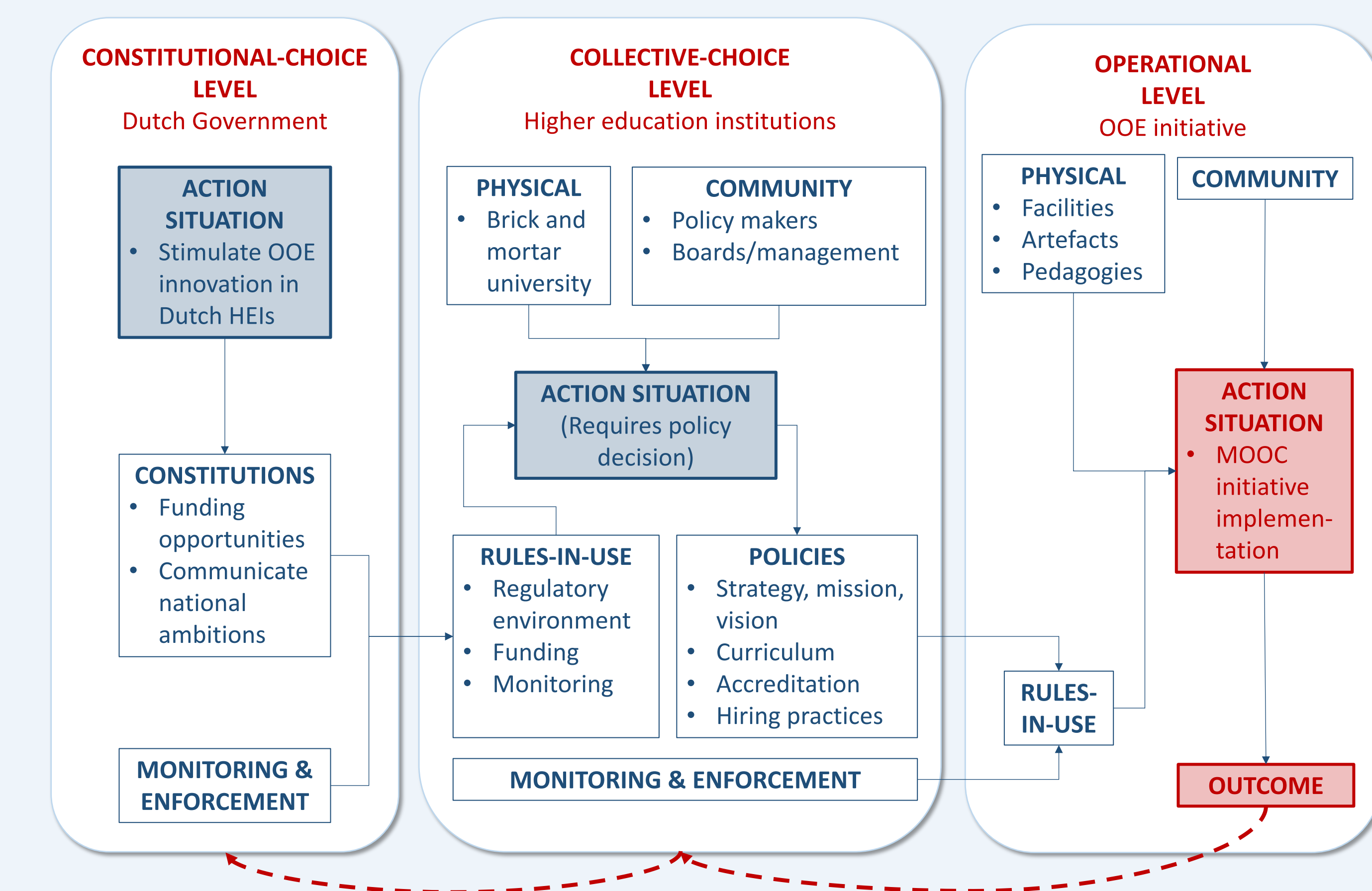
“the set of rules used by a group of individuals to organize repetitive activities that produce outcomes affecting those individuals and potentially others” (Ostrom, 2005)

Central element of analysis: action situations

- Defined as social spaces where individuals interact, exchange goods and services, solve problems or work on a project.
- Allows a researcher to isolate the structure affecting a process of interest with the purpose to explain regularities in human actions and results, which can potentially reform those structures (Ostrom, 2005).
- Action situations are influenced by attributes of the underlying factors: the *physical world* (e.g. technology), the *attributes of the community* in which actors/actions are embedded (e.g. norms and values), and the *set of rules* that the individuals use to govern their behavior.
- Rules define action situations and produce regularized plans for individuals to either comply, or develop strategies to change them.

Rule:	Influences:	Example OOE initiative:
Boundary rule	Role	Is the project acquired with involvement of the dean?
Position rule	Position	Can the project influence ICT-services in institutions?
Choice rule	Actions	Is there an external need for the project?
Aggregation rule	Control	Are multiple interactions needed to get to an outcome?
Information rule	Information	Does a lecturer know of all new possibilities of OOE?
Payoff rule	Cost/benefits	Are results low investment, high outcomes or vice versa?
Scope rule	Outcomes	Does the OOE project increase accessibility?

A multilevel framework: operational, collective choice and constitutional choice



Conclusion

- The IAD framework is a common approach to empirically guide how OOE embedding occurs.
- When more empirical data will be gathered through this framework, we will be able to better understand what makes various forms of OOE work, in what circumstances and for whom.
- The empirical results of studies using this framework will reveal in more detail how we can better work towards a sustainable future of OOE.

Acknowledgements

This work is financed via a grant by the Dutch National Initiative for Education Research (NRO)/The Netherlands Organization for Scientific Research (NWO) and the Dutch Ministry of Education, Culture and Science under the grant nr. 405-15-705.

Contact

Corresponding author: Martine Schophuizen
E-mail: msh@ou.nl

References

- Ostrom, E. (2005). *Understanding institutional diversity*. Princeton, NJ: Princeton University Press.
- Schophuizen, M., Kreijns, K., Stoyanov, S., & Kalz, M. (2018). Eliciting the challenges and opportunities organizations face when delivering open online education: a group-concept mapping study. *The Internet and Higher Education*. 36, 1–12. doi:10.1016/j.iheduc.2017.08.002